

Framework for Analysis

~ Determining areas for investments to support and sustain School-to-Career principles ~

General policy context, permeating all systems:

- Executive commitment to developing Colorado’s human capital investments.
- Constitutional limits on public spending and revenues.
- Local control in both the education and workforce development arenas; philosophy of limited government role in citizens’ lives.
- Limited legislative support for state funding for education – other than the School Finance Act, the only categorical state funds are for special education, gifted and talented, and preschool programs.
- The federal Workforce Investment Act specifically prohibits the use of block-grant funds for School-to-Career activities – however, it does not prohibit collaboration.
- Colorado’s management structure for School-to-Career involves an interagency team, comprised of key personnel from five state agencies with goals and programs aligned with School-to-Career’s principles. This structure facilitates the integration of School-to-Career principles into agency policy, procedures, staffing, and funding.

| <p><u>Goal:</u> Elements of School-to-Career are integrated throughout the K-16 education system; statewide education reform initiatives are connected with the goals and principles of the School-to-Career system, supporting such efforts to increase student achievement and postsecondary options.</p> | |
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| <p><u>Assets</u> (Strengths in the operating world)</p> | <p><u>Opportunities for Policy Investments</u> (Using Assets to support School-to-Career principles)</p> |
| The eight education goals comprising Goals 2000 provide a foundation to connect standards and assessments with workplace competencies. | Goals 2000 can support the overall framework for the School-to-Career system. |
| A 1996 law requires all public four-year institutions in Colorado to submit annual “quality indicator” report cards presenting employer satisfaction and post-graduation success data as well as graduation rates and cost data. | “Quality indicator” data can help to support the need for School-to-Career. |
| Re-licensure credit is offered to Colorado educators who participate in professional development focusing on School-to-Career principles. | School-to-Career principles can be integrated throughout all professional development opportunities for educators and administrators, including business externships. |
| Carl Perkins and Tech Prep funds are flexible. These funds are often used to connect workplace competencies into the curriculum. | TechPrep funded mini grants to partner community college faculty with secondary educators in the workplace. This will help educators understand workplace needs and ideas for making education more relevant. |
| Distance learning opportunities have been emphasized in Colorado. An existing infrastructure connects schools, employers, and postsecondary institutions. | Distance learning presents unique opportunities connect school- and work-based learning and bring the world of work into classrooms. At the postsecondary level, Western Governors’ University and the Electronic Community College expand opportunities for learning. |
| HB 93-1313 established a standards-driven education system in Colorado. It defines standards for what students should know and be able to do and sets a roll-out schedule for testing students on the standards. | Standards and assessments, especially within a local control environment, present opportunities for School-to-Career principles to be integrated into the curriculum as a means to add relevance to help students reach high standards and succeed in the global economy. |
| Workplace competencies, developed by the Colorado Association of Commerce & Industry, define the broad skills that Colorado students need to be successful in most careers and postsecondary education. | Workplace competencies provide a framework of good work habits that benefit students in school and on-the-job and a context to make standards-based education relevant to the world of work. Workplace competencies provide a host of opportunities to integrate School-to-Career principles into the curriculum. |
| Several statewide resource banks have been created to provide educators with access to a variety of information and tools. | HB 93-1313 established a Resource Bank to provide a variety of information, examples, and professional development strategies for implementing standards-based education. It includes information about School-to-Career – for example, model lessons demonstrate how School-to-Career principles can be integrated into the standards for each content area. |

| <u>Assets</u> (Strengths in the operating world) | <u>Opportunities for Policy Investments</u> (Using Assets to support School-to-Career principles) |
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| In 1997, the governor announced funding incentives, available to districts which achieve specific results stressed in district improvement plans. | Funding incentives present opportunities for schools to target integrating School-to-Career principles into the curriculum and to receive some incentive funds to accomplish such integration. |
| HB 98-1267 requires the State Board of Education to establish accreditation indicators for schools based on student achievement of the standards. It also mandates annual reviews of competency assessments for professional educators and requires teacher preparation programs to include instruction in implementing standards-based education. | Accreditation legislation presents opportunities to formalize connections between School-to-Career principles and academics in state education policy. |
| The State Board for Community Colleges approved School-to-Career as an agency priority for 1997-98. | Visible commitment to School-to-Career will make it easier to secure long-term support for the initiative's goals and principles within agencies. |
| Colorado is an Ed-Flex state, which allows the Commissioner of Education to grant federal waivers to districts around provisions in Titles I (all four parts), II, IV, and VI of Improving America's Schools Act. Any district may apply for statutory and/or regulatory waivers for any of these titles as long as they can demonstrate that student performance will increase via the waiver. | Ed-Flex presents key opportunities for supporting School-to-Career principles by waiving barriers which hinder the integration of School-to-Career concepts and workplace competencies into the curriculum. |
| Consolidated Application is a district-level reform which allows Colorado school districts to present a five-year plan to consolidate administrative funds of Titles I, II, IV, and VI of Improving America's Schools Act to better align curriculum with district goals. | Consolidation plans must be built around the education goals contained in Goals 2000 – this presents opportunities for School-to-Career principles to be woven throughout these plans because of the strong connections between School-to-Career and Goals 2000. |
| SB 98-63 indefinitely extended Colorado's Charter Schools Act. Colorado law permits self-governing schools, organized by students, teachers, and parents within school districts, to operate via contracts negotiated between the school and the local board of education. | Charter Schools present opportunities for schools to be wholly designed around School-to-Career principles, emphasizing curriculum integration, work-based learning opportunities, and workplace competencies as means to prepare students to meet state standards and excel in the future. |
| Postsecondary Options (PL 23-35-101-110) allows students to apply up to two postsecondary courses to high school graduation during each of the last two years of high school. Districts must establish contracts with postsecondary institutions and pay for such courses. | Postsecondary Options creates opportunities for students to focus applied learning around career pathways. |

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| The Colorado Commission on Higher Education has integrated School-to-Career principles into many policies, including: a) preservice education programs require a workplace and career awareness component; b) legislation and pilot funds will increase the number of internships directly related to postsecondary students' academic studies. | Despite universities' independence, higher education policies encourage School-to-Career principles to be integrated into higher education via institutions' operating procedures. |
| The Colorado Department of Education (CDE) has coordinated on-site program reviews of nine federally-funded programs. These coordinated reviews assist districts in meeting locally identified needs as well as to provide CDE information about model programs to be disseminated statewide. | A coordinated review process presents opportunities to include School-to-Career connections in technical assistance as a strategy to help districts improve student achievement. |

Goal: Elements of School-to-Career are integrated throughout the K-16 education system; statewide education reform initiatives are connected with the goals and principles of the School-to-Career system, supporting such efforts to increase student achievement and postsecondary options.

| <u>Challenges</u> (Barriers in the operating world) | <u>Opportunities for Policy Investments</u> (Making barriers into assets) |
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| The Colorado Department of Education’s teacher certification does not require the competencies or workplace elements that are required by the Colorado Commission on Higher Education in the teacher preparation curriculum. | Teacher certification requirements should model the elements which are required in the preservice education programs in Colorado. |
| The K-12, vocational education, and postsecondary education systems are governed by three bureaucracies which are controlled by three separate state boards which can hinder collaboration. | Agencies could collaborate around mutual initiatives – the School-to-Career Interagency Team, representing five state agencies, could be a model for such cooperative operations. |
| School-to-Career and the standards movement began on separate tracks, making connections between these initiatives difficult for many educators to grasp and/or implement. | District policies supporting School-to-Career principles will aid the integration of workplace competencies into the curriculum in support of standards. |
| The workplace competencies are a significant step toward connecting academic standards to the world of work – however, these competencies have only been endorsed by the Board of Directors for the Colorado Association of Commerce and Industry, but not by other official bodies representing education and employment and training systems outside the K-12 system as a means of connecting learning to the workplace. | Every organization responsible for providing education and/or training, for youth or adults, should be aware of the workplace competencies and not duplicate the effort entailed in developing these competencies. |
| Some educators see STC as an add-on program, rather than as systemic change, hindering the blanket integration of STC throughout the curriculum. | Staff development which is focused around including School-to-Career principles with standards and assessments will help many educators to see the connections between the classroom and the workplace. |
| Four-year universities often drive the high school curriculum. | Until higher education includes demonstration of workplace learning in admission criteria, many districts will never adopt formal policy supporting School-to-Career -type connections. |
| Articulation agreements are often difficult to secure; moreover, articulations are wholly focused on academic skills. | Articulation agreements which include the application of knowledge beyond the academic realm will help to support School-to-Career principles across all levels of education. |
| Goals 2000 funds must flow through a local education agency or Board of Cooperative Education. | Goals 2000 waivers could expand its focus beyond its traditional academic realm – e.g. a One-Stop could secure some Goals 2000 funds to support the integration of education and workforce development. |

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| Local control provides opportunities for districts to try new methods for increasing student achievement – however, administrators and educators are so busy, they sometimes need direction from the state to see all the opportunities for integrating academics and connecting learning to the world of work. | The state could provide technical assistance to districts regarding how to develop policies and other strategies to help support School-to-Career principles and other innovative learning models to increase student achievement. This could be integrated through the proposed regional structure through the Colorado Department of Education to Boards of Cooperative Education Services (BOCES). |
| High schools must pay for courses students take under Postsecondary Options – therefore, many schools do not advertise this opportunity to students. | School-to-Career coordinators could help to ensure that counselors understand the importance of ensuring that students are aware of all their options. |

Goal: A strong and sustainable School-to-Career system is a key strategy to ensuring that all students (including at-risk and out-of-school youth, youth with disabilities, academically talented students, minorities, children of migrant workers, young women, and students with limited English proficiency) are prepared for future employment and lifelong learning opportunities.

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| <p>The Colorado General Assembly has been committed to early childhood education, especially evidenced by recent passage of HB 98-1296, the early education and school readiness program, and continued support for the Colorado Preschool Program which provided 8,850 slots for at-risk four-year olds in FY1997.</p> | <p>Early childhood education could be a good place to begin to introduce workplace competencies, work ethic, and career awareness.</p> |
| <p>The Colorado Department of Education created “Opportunities for Success,” guidelines which assist educators help special needs students meet the academic content standards and participate in school-to-career activities. Guidelines were developed through a collaborative process utilizing the input of over 2,100 Colorado educators, parents, and citizens, and the expertise of professional organizations.</p> | <p>The Essential Learning Principles defined in “Opportunities for Success” have been cross-walked with the Colorado Workplace Competencies to help ensure the relevance of the academic content standards for special needs students.</p> |
| <p>A Special Populations Taskforce at the Colorado Department of Education has been assisting school districts ensure that proper tools are available to help “special-needs” students meet the academic content standards.</p> | <p>School-to-Career components are good tools to help “special needs” students see the relevance of school to the world of work and become motivated to achieve standards.</p> |
| <p>The School-to-Work Alliance Program (SWAP) is a unique collaboration between the Colorado Departments of Human Services and Education to increase employment opportunities for youth with mild to moderate disabilities, ages 16-25, who are ready for full-time competitive employment.</p> | <p>Using district funds to match a Voc Rehab grant, SWAP targets eligible students who are about to enter the world of work and youth who have already dropped out of school. SWAP entails all the key principles of School-to-Career.</p> |
| <p>Inter-departmental commitments exist to improve services and postsecondary and employment opportunities for at-risk youth.</p> | <p>Using a School-to-Career context, an interagency team devised a State Level Management Plan to address policy and issues for at-risk and out-of-school youth.</p> |
| <p>The Systems Change Transition Project (to support transition requirements for youth with disabilities mandated in the Individuals with Disabilities Education Act (IDEA)) is a partnership among families, students, human services agencies, and employers to improve post-school living and employment results for youth with disabilities. Every school and community in Colorado has been involved in the project during its five-year grant period.</p> | <p>The practices developed to improve post-school living and employment results apply to all youth. The legacy of the Systems Change Grant has been included in School-to-Career’s focus on transitions in Colorado.</p> |

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| Some schools are using School-to-Career concepts to help students in bilingual education meet Colorado's Literacy Act standards. | School-to-Career concepts could be used as a tool to help all special needs students meet the Literacy Act standards. |
| Some of the expected special education needs are not met through Federal and state appropriations, forcing Districts to use School Finance Act funds to meet the difference between expected and actual. | Integrating School-to-Career principles into special education and general education can help to expand the reach of special education programs. |
| Each year a portion of Gifted & Talented appropriations remain unspent and are returned to the General Fund. | Funds returned to the General Fund could be used to support Gifted and Talented programs which focus on School-to-Career principles. |
| Varying age limits for categorical programs create barriers against using funds collaboratively and preclude many in need of service from receiving services. | School-to-Career is a seamless system designed for all students – it could maintain to maintain students' focus as they transition between eligible and non-eligible status for categorical programs. |
| Lack of coordinated staff development around meeting the needs of special populations (other than Transition for youth with disabilities). | Professional development opportunities which focus on School-to-Career principles should be taught in the context of all students. |
| Many at-risk 3- and 4-year olds do not attend preschool, putting them at risk of being placed in special education and/or eventually dropping out of school. Moreover, the Colorado Preschool Program and Head Start provide only half-day/part-year services, whereas programs statistically shown to improve future graduation and employment rates provide full-day/full-year services with weekly home visits. | Including workplace competencies into early childhood education may increase its effect because it will be teaching competencies which will be reinforced through all levels of education. |

| <p><u>Goal:</u> Elements of School-to-Career are connected with the workforce development system; employer involvement is increase through new and expanded business-education partnerships.</p> | |
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| In May 1997, the General Assembly passed the School-to-Career employer tax credit. | Tax credits provide excellent incentives to encourage businesses to connect with students and schools, especially by removing affordability as a barrier. Additionally, tax credits provide incentives for schools to work more closely with businesses. |
| Workforce Coordinating Council (WCC) staff are colocated with School-to-Career staff at the state level. | Collocation provides opportunities for frequent collaboration to develop strategies to connect state education and workforce development policies. |
| Colorado's goals and objectives for the Job Training Partnership Act (JTPA) include increasing the number of youth staying in and returning to school and promoting work-based curricula linking classroom learning to workplace experiences as a priority. | School-to-work transition services are specifically identified as a strategy to increase the number of youth in school. The Governor's Special Initiatives target funding to such priorities. |
| Like the School-to-Career system, Colorado's One-Stop system is regionalized with its governance centered in local control. | Similar governance structures makes collaboration among initiatives easier. |
| Colorado's progressive workforce development reforms, which include School-to-Career as a workforce development strategy, has helped to expand the reach of the School-to-Career initiatives and expand its partners. | Colorado's workforce development reform prompted the National Employers Leadership Coalition (NELC) to develop and pilot its School-to-Work employer participation model in Colorado, showcasing Colorado employers nationally. |
| A 1997 employer survey, sampling local School-to-Career business partners across Colorado, found that 91% of employers plan to expand (42%) or sustain (49%) their involvement in School-to-Career activities. | Such powerful survey data can be used to demonstrate the wide appeal of School-to-Career and encourage new partners to become involved in the initiative. |
| A business edition of "Making Standards Work" is in draft form. This document will provide ideas for connecting workplace competencies in private sector education and training programs. | This tool may encourage employers to demand such competencies in the K-16 system so they don't have to spend time teaching basic competencies to new hires. |
| In 1998, the Summer Job Hunt (funded by Wagner-Peyser) and School-to-Career activities were provided jointly. | This collaborative model can encourage more traditional workforce development initiatives to partner with School-to-Career. |
| The Governor signed an Executive Order in 1997 which established the One-Stop Career Center system, creating it as the primary place for Coloradans to look for jobs and for employers to find workers. | The One-Stop system presents many opportunities for collaboration with STC partnerships, especially around establishing and maintaining employer relationships. |
| Regional Workforce Boards must include a representative from the School-to-Career system in their membership. | Joint membership across boards reduces duplication of initiatives which focus on similar goals. |

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| <p>The School-to-Career director reviews all local workforce development plans for appropriate linkages with the School-to-Career partnerships in the regions and representation on the Regional Workforce Boards.</p> | <p>Such review ensure that School-to-Career and workforce development efforts are coordinated across the state.</p> |
| <p>Colorado Association of Commerce and Industry (CACI) has agreed to act as an intermediary organization to assist local Chambers to garner the support of local employers, legislators, and local elected officials for School-to-Career policy, and to partner with industry organizations to develop skill standards.</p> | <p>An intermediary organization can be a terrific asset for pulling together a broad-based coalition of business stakeholders to champion School-to-Career principles.</p> |
| <p>Maintaining linkages with School-to-Career is included in the Workforce Coordinating Council’s mission. 1998 state legislation changed the Council’s composition to comprise a majority of business and labor members.</p> | <p>Majority employer representation will help to maintain employers’ focus and attention.</p> |
| <p>Many statewide employers are stepping up to the plate for School-to-Career. This is helpful for encouraging other employers to become involved in School-to-Career activities.</p> | <p>Norwest Bank includes participation in STC activities as an evaluation criteria for all employees. Charles Schwab is developing “non-traditional” shifts for parents who want to work around their children’s school schedule.</p> |
| <p>The Colorado Department of Labor and Employment’s “UI Quarterly” has been used as a vehicle to provide over 108,000 employers with information about School-to-Career and facts on job shadowing, internships, etc.</p> | <p>A variety of publications and government reports can be used to describe School-to-Career and suggest connections.</p> |

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| <u>Challenges</u> (Barriers in the operating world) | <u>Opportunities for Policy Investments</u> (Making barriers into assets) |
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| Colorado does not have formal legislation establishing the One-Stop service delivery system – therefore, there are no guarantees how the One-Stop system will exist beyond its federal grant period. This creates barriers to developing strong collaboration between School-to-Career partnerships and One-Stops. | Developing strong partnerships between stakeholders of the School-to-Career and of the workforce development systems is important to maintain linkages across systems. Such partnerships will help to ensure that a strong infrastructure will exist to support joint education and workforce development goals, regardless of what happens at the end of federal grants. |
| There is no strong coordination among all the employer boards which focus on workforce development issues. These boards are addressing similar issues in quasi-vacuums when they should be collaborating and developing strategies to increase opportunities to serve youth, while eliminating duplication. | Coordinating the work of employer boards, especially around youth issues, is important to maintain strong connections across programs. |
| There is a lack of coordination between the six School-to-Career regions and the 18 workforce development regions across Colorado. | Regardless of contiguous regional boundaries, School-to-Career and workforce development activities must be coordinated across the state. Common membership across these boards will help to ease this challenge and encourage coordination among the regions. |
| Collaboration between School-to-Career and the Bureau of Apprenticeships, especially regarding school-to-registered apprenticeship, is weak. | Strong connections between School-to-Career and the Bureau of Apprenticeships will help to maintain School-to-Career principles. |
| Advertising the School-to-Career Tax Credit is difficult – moreover, many employers claim to have no knowledge of the tax credit. | Utilizing partnerships with employer organizations will help to spread the word about the tax credit and other information helpful to involving more employers in School-to-Career activities. |
| Relationships between School-to-Career and economic development strategies (e.g. Smart Growth), county commissioners, etc. are not strong. | Local economic development strategies could be identified and linked with School-to-Career activities in relevant communities as a strategy to increase employer involvement in business-education partnerships. |

| <p><u>Goal:</u> Partnerships and collaborative efforts connect students and families with community resources to ensure that all youth are prepared to attain education and employment goals.</p> | |
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| Local Safe and Drug-Free Schools and Communities Advisory Councils have been established in every school district in Colorado to develop strategies to prevent youth risk behaviors. | Council members provide links between schools and communities and could be a conduit for developing new linkages between School-to-Career and communities. |
| Partnerships between the Colorado Department of Health and Environment and private health care providers have created ten School-Based Health Centers which are quasi- health clinics operating in schools to meet the health needs of all students in the school. | School-based health centers present a variety of opportunities to connect School-to-Career principles – e.g. school- and work-based learning in health pathways – in schools. |
| The Colorado Medicaid Program, passed in 1997, allows schools to bill Medicaid for any health service for qualifying students; districts must prepare a plan detailing how savings will be used for other health-related services (savings do not need to be spent on Medicaid-eligible students.) | The Colorado Medicaid Program offers opportunities for developing School-to-Career connections – e.g. some savings could be targeted to staff development and teacher externship opportunities to learn about health fields. |
| 1997 legislation established the Child Care Block Grant, a collaborative initiative between the Colorado Departments of Education and Human Services to meet the child care needs of low-income families in Colorado. Funded plans must address services for working parents and demonstrate collaboration and a community-wide approach to before- and after-school care. | Some Colorado communities have supported School-to-Career connections in their models for receipt of Child Care Block Grant funds – e.g. Fremont County is using the initiative to teach children about careers in the prison system, one of the county’s largest employers. |
| Colorado has established Adult Basic Education regions which are contiguous with Colorado’s 18 workforce development regions. | Contiguous regions help to provide coordinated services to meet community needs and can help to facilitate the connection of School-to-Career principles across services and regions. |
| Pilot funds have established Family Centers in several Colorado communities to model collaborative service delivery for meeting unique local needs. Often located in schools, Centers provide “one-stop” access to health, social services, child care, job training, and educational information and services. | Family Centers provide opportunities to garner support for School-to-Career concepts among parents and community leaders. |

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| Service Learning Colorado sponsors eight regional action teams and five preK-12 and higher education partnerships that encourage schools, community agencies, AmeriCorps, and higher education to develop collaborative efforts around a) service learning professional development opportunities; b) using secondary and higher education students as community resources; and c) increasing academic achievement among all students via service learning. | Service learning provides a variety of natural connections between School-to-Career and communities. |
| The School-to-Career partnership has partnered with the Senior Citizen Tax Credit Council to encourage volunteerism in School-to-Career activities. | Community partnerships can be enhanced to garner support for School-to-Career principles across communities. |
| United Way has linked its Web site with the School-to-Career site, providing a variety of opportunities to electronically link community initiatives with School-to-Career activities across the state. | Electronic linkages between School-to-Career and community-based organizations can be expanded. |

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| Colorado has no state legislation or funding in support of Adult Basic Education. | School-to-Career connections could help to support the case for adult education funding in Colorado – e.g. parents with good literacy skills can help their children make better career and education choices. |
| Many community-based organizations operate within very tight budgets. | School-to-Career marketing activities must extend throughout the community – organizations must know about the benefits of partnering with School-to-Career and the array of activities in which they could participate. |
| School-based health initiatives are not natural partners with School-to-Career – despite the benefits of coordinating activities, few connections have been made. | School-based health initiatives could be great assets to School-to-Career, providing on-site work-based learning opportunities for students around the health pathways. |
| In many communities, schools are no longer the focal point of community activities. | School-to-Career activities are a natural bridge between the communities and schools. |
| Many community activities are so focused around niches – e.g. adult literacy, self-sufficiency, rehabilitation – that it is often difficult for additional linkages to be identified. | School-to-Career goals are aligned with those of many of these organizations – therefore, linkages with School-to-Career could help to support community organizations’ goals. |

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Framework for Analysis

~ Determining areas for investments to support and sustain School-to-Career principles ~

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| <u>Goal:</u> | |
| <u>Assets</u> (Strengths in the operating world) | <u>Opportunities for Policy Investments</u> (Using Assets to support School-to-Career principles) |
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| <u>Challenges</u> (Barriers in the operating world) | <u>Opportunities for Policy Investments</u> (Making barriers into assets) |
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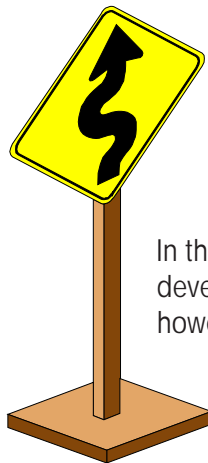
VI: Plotting the route

Focusing on our destination

The next phase in the resource mapping process is to develop policy recommendations, given all the information that has been collected and frameworks that have been developed. Reaching this point in the process, much of the difficult work has been completed: identifying broad themes for analysis, collecting information for the Resource Scan, and completing the assets and challenges analysis were big tasks, but will provide much of the framework for developing policy recommendations. At this point, we can begin mapping some potential routes to reach a sustainable School-to-Career system. To plot this route, three key steps must be completed:

- ◆ analyze the assets and challenges framework, the Resource Scan, and other information that has been collected to develop a set of specific recommendations for realigning resources, policies, and procedures to support and sustain the goals and principles of School-to-Career;
- ◆ organize the recommendations into a format which is conducive to producing policy and procedural changes; and
- ◆ approach the system stakeholders for validation of the ideas recommended to achieve systemic change.

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Following the roadsins to points of interest
Identifying opportunities for policy linkages and procedural shifts

In this step, the initial recommendations to inform a sustainability plan will be developed. Completing the analysis, itself, takes a lot of thought and work – however, it is organizing and presenting the information in the most useable format that seems to take the most time. Consider the following steps to begin plotting some routes:

1. Review the Resource Scan and assets and challenges analysis to determine opportunities to link policies across the system and to realign policies and procedures to close gaps. This step comprises the meat of the analysis. For example, in Colorado, the Gifted & Talented program and Postsecondary Options serve similar populations and pursue common goals – therefore, we will recommend connecting these programs in pursuit of joint School-to-Career goals. Similarly, lack of staff development funds was identified as a barrier – yet, the flexibility of Goals 2000 funds was cited as an advantage. Thus, a recommendation will address how to use this asset to close a gap.



2. List the recommendations as they are developed. Once a comprehensive set of ideas for linkages has been created, code each recommendation by the agency responsible (in some cases, several agencies may be responsible for the programs recommended to be linked.) Use this coding to sort the recommendations into a chart depicting the linkages by program(s) and agency responsible. Use the attached template (see page 85) to chart this information.
3. Re-organize the information, into another chart, dividing the recommendations among the themes/goals for analysis and grouping the information by agency responsible, within each theme. To develop this chart, make columns for a) the agencies responsible, b) programs affected by the recommendations, and c) the recommendations.
4. Look at the national research and contact other states to find examples of legislation and other policy changes adopted to support School-to-Career goals. Use this information to identify additional ideas of opportunities for realigning resources and policy to support the goals and principles of School-to-Career. Add this information to the chart.

Choosing the most direct route

Organizing policy recommendations by themes: A deeper level of analysis

*Review the
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Now, the initial analyses will be reworked to develop the specific policy goals and outcomes to be pursued to support and sustain School-to-Career principles. Developing this deeper level of analysis primarily consists of re-working the charts into a format which is more suitable to public policy. In this step, the information will be reorganized into a format which is more conducive to achieving policy results. Steps to consider in re-framing this analysis are presented, followed by a chart depicting the types of policy goals and outcomes which were identified via this process in Colorado. Templates are also included.

Consider the following steps to complete a deeper level of analysis:

1. Review the recommendations to identify the broad themes for making public policy within which the recommendations fit. For example, most of the recommendations involved realigning resources, seeking waivers or legislation, collaboration, shifts in departmental or program policy, and utilizing various organizational structures.
2. Within each policy theme, identify the outcomes which such a shift in policy or procedure could achieve and the recommendations which could achieve the various outcomes.
3. Create a chart to organize this information. Under headings titled by the various themes, include four columns. In the first column, list the outcomes. In a column beside the outcomes, include all the identified recommendations which could achieve each outcome. Use the next column to depict the agency responsible for pursuing each of the

recommendations and a checklist for the agencies to use to select ideas to consider.

4. Consider creating a fifth column for the agencies' use in considering the policy or procedural change(s) that would attain the recommendations/outcomes. During the analysis we realized that, given the breadth of this project and a limited timeframe, we could not collect enough information about all the agencies and their operating procedures to recommend actual policy or procedural shifts necessary to translate the recommendations into reality. Furthermore, organizational theory cautions that positive results will more likely stem from such inclusive practices. It is one thing to suggest that certain funding streams be blended...and quite another to recommend to the agency directors how to make such ideas happen within their organizations. Therefore, by leaving a blank column for agency recommendations to achieve results, you will be seen more as bearers of ideas, than as rapiers of budgets or control.

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Presenting this analysis in terms of policy goals and outcomes will help the agencies to understand the individual legs of our journey and how we are plotting the various routes on which we intend to travel. In this sense, the four themes are like the key intersections through which we must be sure to travel, regardless of the various right-of-ways we receive. For each policy goal, elements of all four themes are imbedded in both the outcomes and the strategies to achieve results. For instance, strategies for improving opportunities for at-risk youth, one of our four themes, are included within each policy goal.

The following chart describes Colorado's policy goals for sustaining the School-to-Career system, and presents some of the outcomes that could be achieved if agencies support the recommendations via strategies set in policy and/or procedure. Following this chart are two templates to help organize your recommendations into policy goals and outcomes.

